



Perspectives on Learning: MindUP™ as Scaffolding for Young Children's Self-Regulation for Learning

February 16, 2017

Lynda R. Hutchinson, Ph.D. & Caely Dunlop, Ph.D. Candidate
Faculty of Education/Centre for School Mental Health
Western University



Faculty of Education

Overview

- What is social and emotional learning?
- What is mindfulness?
- What does the research say?
- The MindUP™ program
- How is mindfulness related to self-regulated learning?
- What is self-regulation?
- What does self-regulated learning look like in classrooms?
- Where do we go from here?



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What is Social Emotional Learning (SEL)?

Social Emotional Learning: The process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviours." (Elias et al., 1997)

Social Competence

Emotional Competence



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SEL- Core Competencies

Self-Awareness

- Identifying emotions
- Accurate self-perception
- Recognizing strengths & limitations
- Self-confidence
- Self-efficacy
- "Growth mindset"



SEL- Core Competencies (2)

Self-

Management

- Emotion regulation
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills



SEL- Core Competencies (3)



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SEL- Core Competencies (4)

Relationship Skills

- Healthy relationship building
- Communication
- Cooperation/Teamwork
- Conflict resolution
- Seeking help & offering support
- Social engagement



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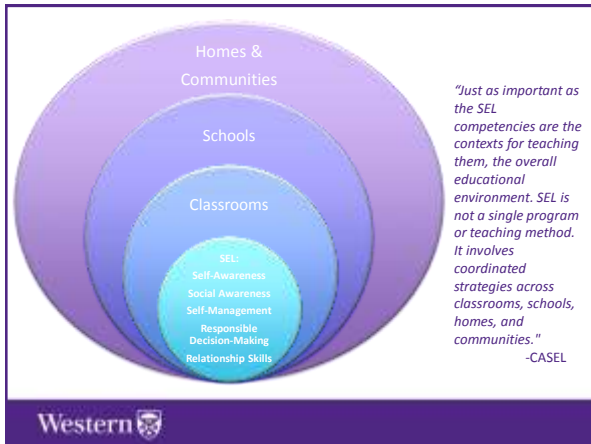
SEL- Core Competencies (5)

Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- Recognizing supports



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CASEL MODEL OF SOCIAL EMOTIONAL LEARNING



Social Emotional Learning Outcomes

Meta-analysis of school-based SEL programming (Durlak et al., 2011) found participants displayed:

- Increased social & emotional skill development
 - Emotion recognition & regulation
 - Stress management
 - Empathy
 - Problem solving & decision making
- Decreased emotional distress
- Enhanced behavioural adjustment
 - Increase in prosocial behaviour
 - Fewer conduct problems
- Significantly improved academic performance
 - 11% increase in achievement



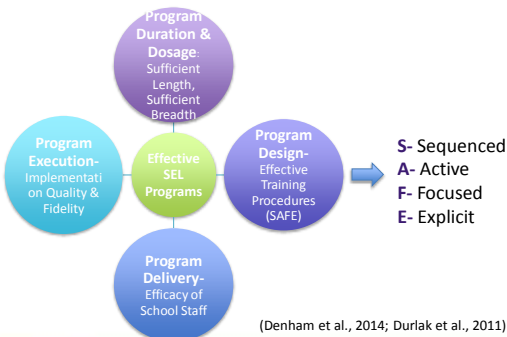
Social Emotional Learning Outcomes



- Social-emotional skills measured in early childhood have been associated with positive outcomes in adulthood (Jones, Greenberg, & Crowley, 2015)
- Higher teacher-rated prosocial skills in kindergarten were predictive of wellbeing 13-19 years later:
 - Obtaining stable, full time employment
 - Graduating high school on time
 - Completing a post-secondary degree
 - Receiving public assistance (inversely predictive)
 - Involvement with the criminal justice system (inversely predictive)

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SEL Programming-What Works?



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Mind Full OR Mindful?



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What is Mindfulness?

Mindfulness refers to individuals' **conscious awareness** of their thoughts and actions in the **present moment**, **without judgement** (Brown & Ryan, 2003; Kabat-Zinn, 2007; Lawlor et al., 2014).



What is Mindlessness?

Mindlessness is described as an **inactive state of mind** characterized by **overlearned, automatic** behavior (Luttrell et al., 2014).



What Does The Research Say?



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Mindfulness Research Findings-1

Dispositional mindfulness is:

Positively associated with behaviour inhibition (Oberle et al., 2011), optimism, and positive affect (Lawlor et al., 2013).

Negatively associated with anxiety and depression (Lawlor, et al., 2013).



Mindfulness Research Findings-2

Children who have participated in mindfulness training interventions:

Show improvements in their EFs (i.e., working memory, focused attention, and behavior inhibition; Flook et al., 2010 Schonert-Reichl et al., 2014)

Display higher levels of empathy, perspective taking, emotional regulation, optimism, and academic self-concept (Schonert-Reichl et al., 2014)

Show a decrease in depressive symptoms and aggressive behavior towards peers (Schonert-Reichl et al., 2014)

Are rated by their peer classmates as more prosocial and are more socially accepted (Schonert-Reichl et al., 2014).

SEL & Mindfulness Conceptual Framework



Lawlor, M.S. (2016). Mindfulness and social-emotional learning: A conceptual framework. In K.A. Schonert-Reichl & R.W. Roeser (Eds.), *Handbook of Mindfulness in Education*. New York: Springer Press.



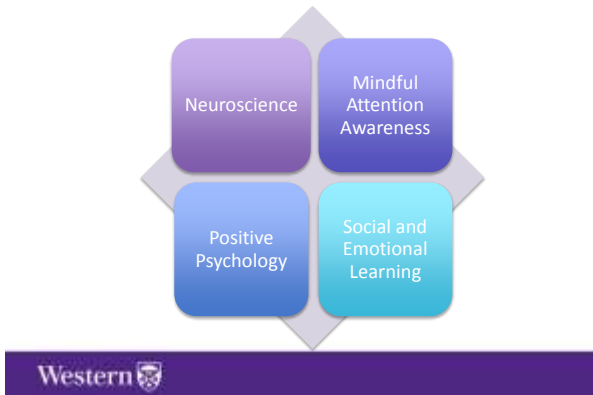


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MindUP™ Research Framework



MindUP™ Program Overview





Unit I: Getting Focused	Unit II: Sharpening Your Senses	Unit III: It's All About Attitude	Unit IV: Taking Action Mindfully
• How our brains work • Mindful awareness • Focused awareness: The core practice	• Mindful listening • Mindful seeing • Mindful smelling • Mindful tasting • Mindful touch • Mindful movement	• Perspective taking • Choosing optimism • Appreciating happy experiences	• Acting with gratitude • Acting with kindness • Taking mindful action in the world



MindUP™ Program Goals



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MindUP™ Unit I: Getting Focused How Our Brains Work

Prefrontal Cortex

- Executive functions (focusing attention, working memory, behaviour inhibition).
- Higher order processes (e.g., metacognition, problem solving).



Amygdala

- Readies body for action (e.g., fight, flight, freeze) based on a perceived threat.



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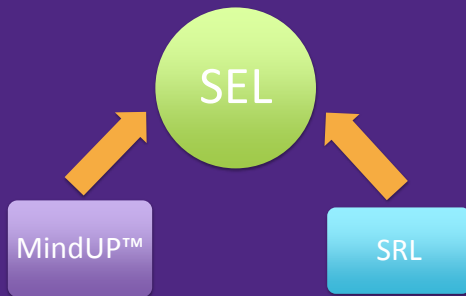


MindUP™ Unit II: Sharpening Your Senses

- Mindful Tasting Exercise

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Where Does SRL Fit?



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What Is Self-Regulation?

Individuals' abilities to control thoughts and actions to achieve personal goals and respond to environmental demands (Zimmerman, 2008).



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Why Is Self-Regulation Important?



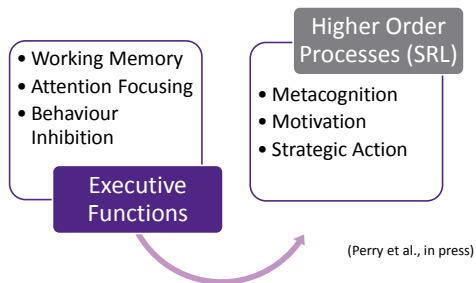
What Do Children Regulate In Classrooms?

- Emotions (e.g., excitement, frustration, anger).
- Learning and engagement in tasks/activities.
- Interpersonal interactions using self-awareness and social competence.

(Hutchinson, 2013)



Self-Regulated Learning Involves



Self-Regulated Learning

	SRL
Metacognition	•Makes realistic evaluations of his/her performance on a task.
Motivation	•Is willing to try challenging tasks.
Strategic Action	•Moves to a quiet space to work.



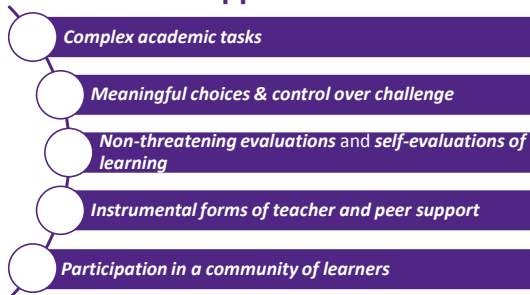


MindUP™ Unit III: It's All About Attitude

- Appreciating Happy Experiences Exercise

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What Features of Classroom Contexts Can Afford Opportunities for SRL?



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(Ames, 1992; Brown & Campione, 1994; Hutchinson, 2013; Perry, 1998; Turner, 1995; Stipek et al., 1992)

The Volcano Task

The volcano task was part of a larger unit of study on nature that had been taking place in Teresa's classroom approximately four weeks prior to the observation.

Children were learning about features of different landscapes/terrains (e.g., deserts, mountains, volcanoes, jungles), insects, and animals.

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(Hutchinson, 2013)

Task Goals

Hone reading skills.
 Learn to follow directions.
 Practice collaboration and develop social skills
 Learn about the scientific method.
 Generate hypotheses based on children's
 prior knowledge/learning of volcanoes.
 Describe what they observed when they
 carried out the volcano experiment.



(Hutchinson, 2013)

Autonomy & Competence

Choice	Challenge	Self-evaluation
You can decide to work by yourself or with friends". Children could choose what they learned. Children could choose how to present information they learned.		What do you notice about [the behavior of] other children [when they are working together]?"



(Hutchinson, 2013)

Instrumental Support

Teacher Support	Peer Support
How could you [approach the peer to] say how you feel?" "See if you can solve the problem on your own"	We're almost out of baking soda so we should leave some for people who haven't had a chance [to try out the volcano experiment]"



(Hutchinson, 2013)

Non-Threatening Evaluations and Self-Evaluations of Learning

Children summarized their work and learning in their learning journals.

Children could write and/or draw what they had learned; they also had the opportunity to photograph their work and describe their learning.



(Hutchinson, 2013)

Summary

Mindfulness may support children to access the higher order processes involved in SRL.

Mindfulness may provide teachers with the freedom of mind they need to adapt their teaching practices to support students' SRL.

SEL requires the coordination of strategies to support teachers to meet the needs of all children.



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Future Research

Experimental and longitudinal research designs are needed to examine effects of mindfulness training on children's SEL over the long-term (Schonert-Reichl et al., 2014).

Classroom based studies can provide ecologically valid evidence describing *how* mindfulness effects the tasks, practices, and behaviors that occur in classroom contexts.



Where Do We Go From Here?



Where Do We Go From Here?



MindUP™ Unit IV: Taking Action Mindfully



- Gratitude Exercise



THANK YOU!

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